



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

NOV 8, 2018
3:50 pm

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Marshall Independent School District** CDN **102902** Vendor ID ESC **7** DUNS **069751378**
Address **1305 E. Pinecrest** City **Marshall** ZIP **75650** Phone **(903)927-8700**
Primary Contact **Melinda Jennings** Email **jenningsme@marshallisd.com** Phone **(903)927-8700**
Secondary Contact **Anika Perkins** Email **perkinsa@marshallisd.com** Phone **(903)927-8700**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances ☒ Lobbying Certification
☒ Application-specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Jerry Gibson**

Title **Superintendent**

Email **gibsonj@marshallisd.com**

Phone **(903)927-8700**

Signature **Jerry Gibson**

Date **11/2/18**

Grant Writer Name **Melinda Jennings**

Signature **Melinda Jennings**

Date **11/2/18**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The district applied for 43 waivers for teacher certification for the 2018-2019 school year.	By helping instructional aides finish their certification, the district would have certified, qualified teachers in the classroom and increase the applicant pool. We currently have about 25 instructional aides or subs that are interested in becoming certified.
13 of 22 Elementary Bilingual positions are vacant, filled with out of field teachers, or uncertified personnel. This problem is consistent from year to year.	Many of our instructional bilingual aides are currently pursuing teaching certifications. We will assist them in completing their degree and certification in order to work for MISD in bilingual classrooms. We currently have 8 people interested in becoming certified teachers for Bilingual.
There are currently 6 Special Education positions vacant or filled with permitted teachers. These positions are consistently not filled or filled with uncertified personnel.	There are Long Term subs and aides that can finish their education with district support in order to gain their bachelor's degree and/or teaching certification. We will partner with these employees to complete certification in order to be employable as a teacher through Marshall ISD. Of the candidates interested in cert

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Marshall ISD will identify 7-10 teachers that meet the grant qualifications in order to help them complete their degree and certification to gain employment as a certified teacher for Marshall ISD by the year 2020 or 2021 thus decreasing our vacant positions between 35-55%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Number of candidates identified for bachelor's degree and certification
 Number of candidates for certification only with EPP
 MOUs signed for 100% of selected candidates
 Education and Training classes have an updated and completed syllabus and performance assessment for students
 Baseline for number of students enrolled in FCCLA/TAFE
 MOUs established with university/college and EPP

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Increase the number of students enrolled in FCCLA/TAFE by 10%
FCCLA/TAFE convened 2 organization meetings
100 % of Candidates for Certification only enrolled in EPP
100% of Candidates enrolled in bachelor's and certification enrolled in college coursework
First performance assessment administered to Education and Training Students with 85% success rate

Third-Quarter Benchmark

100% of Candidates for Teacher Certification only completed certification and employed by the ISD
100% of Bachelor's degree candidates enrolled in final courses and preparing for certification tests.
Maintain enrollment numbers in FCCLA/TAFE from previous year and increase 5%
Education and Training Courses fully implementing 2 performance assessments – on each semester with 85% success rate on each
25% of graduating Education and Training students matriculating to IHE for further training

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The District Director and State and Federal Programs, Assistant Superintendent of Curriculum and Instruction, the Assistant Superintendent of Human Resources, and the Assistant Superintendent of Finance will meet at regular intervals (at least quarterly) to review each candidate's progress based on their program pathway. If a candidate has fallen behind, a plan will be developed to assist the candidate in maintaining the intended goal of teacher certification. Study sessions and tutorials will be coordinated for those needing additional study helps. If it is determined that a candidate cannot complete the process successfully, the agreement from the MOU will be invoked. The district will however continue to encourage the individual to complete the certification process and will still assist with study helps. Adjustments can be made to candidate schedules if necessary to allow for meetings, classes, or additional observations if needed.

If there are still vacancies (a candidate had to drop out, moved,...) we will identify another candidate that can complete the program in the required time period. We will also work with the university/college and EPP provider to make adjustments when needed to allow for the most effective learning and progression toward the goal of certification.

For sustainability purposes, the data will help the district know if our selection criteria properly identified the best quality candidates. This data will help us know how to encourage and help future candidates prepare for certification. The data will also help us to know if the support we are currently providing for candidates is adequate for success.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

We currently have enough students to employ one teacher. As we grow the program, we hope to need two teachers for this pathway. The candidates we want for Education and Training will be focused on making sure students receive a quality experience that will glean the most successful candidates for the pathway. We need a teacher that has strong community connections that can build connections with our local colleges and universities. We also want a teacher that understands quality instruction and providing students with a rigorous practicum experience. The candidate will have been a sponsor for a student organization or will have participated in student organizations in some capacity. If they have not, they will demonstrate a willingness to help sponsor student organizations that promote Education and Training. All candidates will adhere to the policy of the district by applying for a position with Marshall ISD. A panel will interview the teacher to include the direct supervisor, the grant coordinator, and the principal at minimum. Other campus teachers will be considered for the panel as well. Teachers will agree through the MOU to teach for the district for a 3 year period of time, build relationships with the surrounding colleges, and sponsor a CTSO (Career and Technical Student Organization) to grow the program.

In order to support the teacher or teachers in this role, the district will provide professional development for the CTSO associated with the program such as TAFE (Texas Association of Future Educators) or FCCLA (Family, Career and Community Leaders of America). The teacher will also receive support from the local colleges and universities that we partner with in order to promote the program and pathway for students. The district will help maintain the partnerships in order for teachers to stay current with teaching methodology and practices.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Identifying Participants - Paraprofessionals, Instructional Aides and Long-term subs will be given the opportunity to apply for participation in the program. Their application will include recommendations from their current supervisor as well as two other professional employees with whom they have worked in the past 2 years. The application will include a current list of school activities they have participated in as an employee as well as their role in the activity. Applicants will also include current transcripts and requirements needed for graduation/certification. Past evaluations will be reviewed with preference given to applicants with proficient or higher ratings in all areas. Since Bilingual/ESL is an area we have struggled in finding degree, certified teachers, preference will be given to candidates in this area. These applicants will bring the diversity of the staff more in line to the student population of the campuses that serve our Bilingual population. We also struggled with finding certified, qualified Special Education Teachers this year. We started the year with a couple of open positions and added positions as the year progressed. This has been the pattern over the last couple of years for Special Education. Preference would also be given to applicants willing to become certified in Special Education. A panel of administrators and teachers will review the applications and select the candidates that most closely align to the needs of the district and the time constraints of the grant. A scoring rubric will be used and is included in the attachments for this application. Applicants will then be interviewed with the same sequence of questions and final selections made. Candidates will only be selected if the panel feels the applicant meets the needs of the district, feels the candidate can complete the program with the time constraints of the grant, and the applicant is willing to sign the MOU. A candidate will not be selected if they refuse to sign the MOU or the panel does not feel they can complete the process even if there are available openings. Final selections will be presented to the Assistant Superintendent of Curriculum, Assistant Superintendent of Human Resources, and Superintendent of Schools. The applicant will sign the MOU before entering into the program in which the applicant commits to remaining with the school district as a teacher for 3 years following the completion of their degree/certification.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	0
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	
Total Request for Pathway 1			11,500

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	5	X \$5,500 =	27,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	55,000
Request for Pathway 2			82,500
Request for Pathway 1			11,500
Total Combined Request for Pathways 1 & 2			94,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipend Education and Training Teacher	5,500
Tutorials for Exams and Classes	10,100
Substitutes for Observations and Flex Time	5,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Educator Prep Program and Tuition Costs	60,000

SUPPLIES AND MATERIALS (6300)

Career and Technical Student Organization Supplies	1,000
Test Prep Materials	4,500
Certification Exams	2,400

OTHER OPERATING COSTS (6400)

Travel for State Professional Development	3,000
Student Travel for Student Organizations	2,000

Total Direct Costs 94,000

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

TOTAL AMOUNT REQUESTED

94,000

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Marshall High School currently offers Ready, Set, Teach using the Instructional Practices and Practicum in Education and Training course requirements. The rigor of instruction for these courses needs to be increased. There can be adjustments made to the syllabus and a rubric to ensure students are meeting the expectations for all the skills and concepts covered in the course requirements. We have already looked into some possible performance assessments to ensure students are receiving a quality learning experience. In order to have a quality learning experience, the students need to see high quality teachers. Through working with the High School Campus Principal and the Human Resources Department of the LEA, the classroom teacher will identify highly qualified teachers for students to observe. We will use criteria similar to identifying teachers in a school for student teacher candidates and the university level. We want teachers with a minimum of 3 years of experience that have good established classroom management processes and receive nothing lower than proficient on their evaluations. Of course, we would like the most successful teachers to model for our students. Successful teachers can be identified through student performance data. Teachers with 90% or higher success rates will be considered highly qualified. Teachers with 80% of their classrooms meeting grade level targets will be considered qualified to participate. Once identified, the education teacher for the high school will visit with other campus principals and teachers throughout the district to have a variety of teacher classrooms for students to visit throughout their learning cycle.

Marshall High School currently has a chapter of Texas Association of Future Educators (TAFE) and Family Career and Community Leaders of America (FCCLA). With a new sponsor helping the Career and Technical Student Organization (CTSO), we expect for the CTSO activity to increase. Our goal for the coming year is to have monthly meetings and attend at least one competition this year. Students in these two CTSOs have not been as active as other CTSOs. As the monthly meetings and activities increase, the visibility of the program will increase drawing in other candidates for the Education Pathway. Representatives from area colleges and universities will be asked to participate in the CTSO meetings and provide students will a look at what education and training looks like beyond high school. We would ultimately like to partner with one or more of these organizations for dual credit opportunities in the field of education.

The classroom teacher will begin actively recruiting students for the education career pathway, by visiting 8th grade students and supplying information to high school students at different events. Bulletin boards throughout the school will be utilized, and announcements to inform students of the benefits and opportunities available to education students will be done monthly.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Marshall Education and Training Program will begin recruiting students in the junior high. We will visit the junior high at least twice to talk to 8th grade students as they begin making course selections for their 9th grade year. In the 8th grade students also take career inventory surveys. The counselors and teachers can look at the surveys to help identify students that could be a fit for the education and training pathway as well. We will meet with the students about the benefits of becoming a teacher and have representatives for local colleges available for students to speak with as well. Ideally we want students in the upper half of their class that are showing interest in a college pathway, however motivated students with a passion for helping others are at the heart of teaching. Marshall ISD is a diverse school with many of our students being African American and Hispanic. The Education and Training Pathway would benefit from recruiting African American and Hispanic students to mirror the population of students that Marshall ISD serves. Bilingual education is growing in our LEA and beginning to recruit students early for the possibility of returning to Marshall ISD to teach would greatly help our shortage in the bilingual area.

Part of the strategy to promote and recruit will be to increase membership and participation in TAFE or FCCLA. Since Marshall High School already has membership in both organizations, the sponsor needs to better utilize the activities and meetings to draw students in to the program. We would like for our students to attend competitions this year. The increased exposure will help promote the Education and Training Pathway as well.

We also need our junior high and high school counselors to encourage students to consider the education pathway. Having the students and teacher create brochures about the advantages of choosing an Education pathway will help promote the pathway as well. The teacher will promote through the scheduling fair and multiple events throughout the school year in which parents and students will be in attendance. The teacher will maintain bulletin boards around the school with information about the CTSOs and the Education and Training Pathway. Having members of the CTSO available to talk with others during lunches will also draw other students in to the program.

Promoting actual hands on experience will draw other students into the program. Students have the opportunity to work with students each week and see different campuses throughout the district. Actually having the opportunity to see what goes into a teachers everyday activities will provide students with the real life experiences they need to become a successful teacher.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

NA

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The district already has a partnership with our Education Service Center in several other areas throughout the district. We plan to partner with the ESC to develop a plan for supporting and training our candidates. We have hired teachers over the past few years that have been a part of the ESC cohort. We would also like to partner with one of the universities to help our candidates with completion of their bachelor's degree. We already partner with East Texas Baptist University for teachers to achieve their Master's Degree and principal certification. We will look to extend this partnership as well as begin a new partnership with either LeTourneau University or the University of Texas at Tyler.

We would prefer our candidates use the cohort approach so that they can support each other through the process as well. Depending on where the candidate is in their education, will determine which cohort the candidate would go into. With the ESC, we could have candidates that have completed their Bachelor's Degree and need EPP. The district and campus would work with the candidate to ensure they can be at all required meetings and training needed for the program. We would work with the ESC to ensure the calendar of events is scheduled for the candidates to enable them to be in the required location at the required times. The campus and district will provide times and locations for the program to meet within the district if needed. As well as the ESC supports, the district will provide needed time for candidates to observe other classrooms, and meet with teachers to have the most effective training for the candidates. The district will work to provide tutorials for the candidates as they prepare to take certification tests. The district will provide the locations and necessary materials. The district/campus will also provide mentors for the candidates to help them through the process and help them with questions. The mentors will also serve as encouragers to help the candidates stay motivated to complete their certification.

As we prepare to partner with a University for helping teachers complete their degree, we will establish a MOU to make sure teachers can affordably complete their coursework in the allotted time with the most effective sequence of courses. The district will again provide mentor teachers for the candidates to help them stay on course for completion. The district's Director of State and Federal Programs will meet with the candidates monthly to check progress, support needs, and in general be available to help candidates. The district will provide a location and time for candidates if a distance learning format is available to the candidates. We will also be sure that the campus is flexible enough to allow candidates the time needed to commute if necessary and complete observation tasks when needed. Again, if possible for students needing the same classes, we would like a cohort approach in order to more efficiently provide support from the district and allow the candidates to support each other.

GROW YOUR OWN AGREEMENT

This Tuition Assistance Agreement ("Agreement") is entered into by and between Marshall ISD ("MISD" or the "District") and the undersigned Employee ("Employee").

WHEREAS, the Employee has represented, and does hereby represent, to the District that he/she has been accepted into the "Grow Your Own" program to obtain a bachelor's degree and teacher certification and will be attending college beginning in the Fall of 2019; and

WHEREAS, the Employee has provided to MISD proof of his/her enrollment in the bachelor's degree or certification program (the "Degree Program") and has indicated his/her desire to participate in the Grow Your Own tuition assistance program approved by the MISD Board of Trustees; and

WHEREAS, the Superintendent of MISD and the Evaluation Committee has determined that Employee is qualified, eligible, and approved for participation in the Program.

NOW, THEREFORE, in consideration of the premises and the mutual consideration recited herein, and for other good and valuable consideration, the sufficiency of which is expressly acknowledged by the District and the Employee, the Parties agree as follows:

1. Subject to all of the requirements of the MISD Grow Your Own Program as outlined in the Resolution of _____, 2018 adopted by the MISD Board of Trustees and subject to the terms and conditions of this Agreement being met, and in consideration for Employee's promises, agreements, and commitments herein, MISD agrees to make Grow Your Own Tuition Assistance payments to the Employee in the maximum amount of \$5,000.00 per year for a degree program for the 2018-2019 school year and the 2019-2020 school year.
2. It is understood and agreed that MISD's duty to make the Grow Your Own Tuition Assistance payment(s) stated above is dependent upon the Employee providing proof acceptable to the District that he/she is enrolled in the Degree Program and has been invoiced the tuition by the credentialing entity.
3. The Employee, in consideration of MISD's commitment to make the Grow Your Own Tuition Assistance payment(s) stated above, agrees:
 - a. To remain enrolled in the bachelor's program for the full 12-24 months of the Degree Program and until such time as the Employee obtains their bachelor's degree and teacher certification; and
 - b. To remain employed by MISD during the Employee's enrollment in the Degree Program and for three full school years following the Employee being awarded the bachelor's degree and teacher certification.
4. It is understood and agreed that MISD's duty to make the Grow Your Own Tuition Assistance payment(s) stated herein shall immediately cease if any of the following occur:

- a. The Employee fails to complete the Degree Program within 24 months; or
 - b. The Employee, voluntarily or involuntarily, leaves employment with the District prior to completion of the bachelor's degree or certification program
5. The Employee understands and agrees to repay all monies paid by MISD as You're your Own Tuition Assistance payment(s) under the terms of this Agreement if any of the following occur:
 - a. The Employee fails to complete the Bachelor's degree or certification program in the allotted time period.
 - 2 years for bachelor's degree and certification
 - 1 year for certification only
 - b. The Employee, voluntarily or involuntarily, leaves employment with the District prior to the end of the third school year following the Employee being awarded the Bachelor's degree or teaching certification; or
 - c. The Employee's employment with the District is otherwise terminated prior to the end of the third full school year following the Employee being awarded the Bachelor's degree or teaching certification.
6. In the event that the Employee is required to repay monies to MISD as stated above, the Employee agrees that MISD may withhold salary payments in sufficient amounts to completely reimburse the District for the Tuition Assistance payment(s) made by the District in accordance with this Agreement. If the Employee's employment with the District is terminated, whether voluntarily or involuntarily, and the amount of salary to which the Employee is entitled upon the termination of his/her employment is insufficient to repay the Tuition Assistance payment(s) made by the District under this Agreement, the Employee shall make full repayment to the District of all Tuition Assistance payments made by the District no later than sixty (60) days from the date of the Employee's termination of employment with MISD.
7. It is further understood and agreed that the Employee shall be solely responsible for the remaining tuition costs incurred by the Employee as a result of his/her enrollment in the Degree Program and that the most that the District will ever be required to pay under the terms of this Agreement shall be \$5,000.00 per year of the tuition charged to the Employee.
8. The Employee understands and agrees that the MISD Grow Your Own Tuition Assistance Program is available only for Bachelor's degrees and teaching certifications. If the Employee elects to pursue a different degree program, the District's obligation to make Grow Your Own Tuition Assistance payments under this Agreement shall immediately cease and the Employee shall repay all payments made by the District within sixty (60) days of the degree change.
9. **Entire Agreement.** This Agreement constitutes the complete and total agreement made between the parties regarding the Grow Your Own Tuition Assistance Program and the Tuition Assistant payments, and each party represents to the other that they are not relying on any other agreements or representations not expressed or referenced in this Agreement.

This Agreement can only be modified in writing.

10. **Savings Clause.** The parties agree that should any part of this Agreement be found to be invalid, void or unenforceable by a court of competent jurisdiction, that provision shall be severed and the remaining provisions shall nevertheless survive and continue in full force and effect without being impaired or invalidated in any way.
11. **Governing Law and Mandatory Venue.** This Agreement shall be governed by, construed, and interpreted in accordance with the laws of the State of Texas without regard to its conflict of laws or choice of law principles, Texas law being the choice of law for this Agreement. The parties agree that the exclusive venue and place of trial for any action brought under or in connection with or in any way related to this Agreement shall be in the state district courts of Harrison County, Texas, and the parties hereby waive any and all objections to the agreed-upon venue as stated herein. This Agreement is performable entirely in Harrison County, Texas.

**MARSHALL INDEPENDENT
SCHOOL DISTRICT:**

EMPLOYEE PARTICIPANT:

Dr. Jerry Gibson
Superintendent of Schools

Printed Name: _____
Employee

Date: _____

Date: _____

Grow Your Own Scoring Rubric

Candidate Name: _____

Date: _____

Evaluation Committee:

Grow Your Own Scoring Rubric

Candidate Name: _____

Date: _____

Criteria	Level 1	Level 2	Level 3
Meet qualifications for completing certification within the time span of the grant.	Need more than 12 hours to complete bachelor's degree in an area other than education and need to enroll in an EPP to take certification test.	Within 12 hours of completing bachelor's degree in a field other than education and need to enroll in EPP to take certification test.	Completed Bachelor's Degree. Need to enroll in EPP and complete certification test Or Within 12 hours of completing bachelor's degree for education and taking certification.
Application completion with college transcripts	Only application	Application and some college transcripts received	Application complete with all college transcripts received
Recommendations	Candidate is recommended by coworkers, but lacks supervisor recommendation	Candidate is recommended by supervisor but lacks other supporting references	Candidate comes highly recommend by their current supervisor and 2 additional work related references
Performance Evaluations	Candidate fails to produce performance evaluation or has many areas of deficiency	Candidate is mostly proficient on performance evaluation	Candidate mostly exceeds expectations of supervisor in performance evaluation
School Activities	Candidate is rarely involved in school activities beyond the work day and seeks to build relationships with staff, students, and parents.	Candidate is sometimes involved in school activities beyond the work day and seeks to build relationships with staff, students, and parents.	Candidate is frequently involved in school activities beyond the work day and seeks to build relationships with staff, students, and parents.
Bilingual or Special Education Candidate	Candidate does not want to become a special education or bilingual teacher	Candidate is interested, but not sure, in becoming a special education or bilingual teacher	Candidate is seeking special education or bilingual certification.